

The Influence of Job Rotation on Physicians' System Use: A Situated Learning Perspective

Research-in-Progress Paper

Yu Tong

Department of Information Systems
National University of Singapore
Singapore

tongyu@comp.nus.edu.sg

Nadee Goonawardene

Department of Information Systems
National University of Singapore
Singapore

ngoona@comp.nus.edu.sg

Sharon Swee-Lin Tan

Department of Information Systems
National University of Singapore
Singapore

tansl@comp.nus.edu.sg

Hock-Hai Teo

Department of Information Systems
National University of Singapore
Singapore

teohh@comp.nus.edu.sg

Cheng Ooi Low

Changi General Hospital
Singapore

Cheng_Ooi_Low@cgh.com.sg

Abstract

While job rotation has been well recognized as an effective management strategy for career development, it could have detrimental effects on the success of a healthcare information system. Junior physicians, who often periodically rotate among different hospitals, are unlikely to be proficient in a particular system. Drawing on the situated learning theory, this study explores how job rotation affects a rotating physician's system use and related benefits. An interpretive case study was conducted among rotating physicians in a public hospital. The data analysis results reveal three important sets of concepts originating from rotation experiences: direct system knowledge, diversified system knowledge and organization identification. A rotating physician with direct system knowledge may go through a process of repeat-based learning, whereas, diversified system knowledge may trigger a process of comparison-based learning. In addition, organization identification is important to facilitate system knowledge transfer from physicians to the hospital.

Keywords: Healthcare, job rotation, system use, situated learning